

Syllabus

1. **Course Identifier:**

Education 151 Foundations of the
Education Profession
Fall Semester 2013
Capital University

2. **Instructors:** Carolyn Osborne, Ph.D. Rm. 222 Learning Center, Telephone 614-282-8012 (text or call), Email address cosborn2@capital.edu, Office Hours: Monday, Wednesday, Friday 11:30 a.m.-1 p.m., Tuesday, 11 a.m.- noon, Thursday 3:00 p.m. to 4 p.m.

Tobie Sanders, Ph.D. Rm. 214 Learning Center, Telephone, 614-236-6321, Email address tsanders@capital.edu.

3. **Course Meeting Time:** This is a hybrid class. When we meet together, we will meet from 4:30-7:30 p.m. on Thursdays in Learning Center 104.

4. **Course Description:** EDU 151 is a class in a sequence of courses and experiences required at the Capital University's Education Department for entry year teachers in Ohio's performance-based licensure program. The emphasis will be placed on tracing the historical and philosophical roots of education in the American context, and also taking a practical look at current issues and policy debates surrounding education and schooling. In the most general terms, the aim of this class is to enable prospective teachers to understand that teaching is an activity that takes place within an extraordinarily complex context. This understanding includes a recognition that:

- 1) Teaching has historical dimensions; it takes place within the intellectual and cultural traditions that extend backward and forward in time well beyond the present moment.
- 2) Teaching has social dimensions; it is shaped by social forces and in turn has social consequences that extend well beyond the walls of the classroom.
- 3) Teaching has moral dimensions; it involves the responsible treatment of students, colleagues, parents, and other community members.
- 4) Teaching has, in the widest sense, political dimensions; it is influenced by the decisions of political authorities and shapes the quality of political life in society.

For these purposes, we will critically analyze the historical, sociological, and political foundations of public schooling with a consideration of the influences of global changes on schools and the processes of teaching and learning. In addition, students

will explore the basic principles of school organization, curriculum, effective teaching, and classroom management. Students will develop an awareness of the diversity among children, families, and communities, as well as an understanding of how this diversity contextualizes teaching and learning. Professional development will be emphasized through the following: an overview of professional organizations, journals, and activities; technology for educators; and writing in the profession. Content is aligned with performance-based standards developed by the Ohio Department of Education, as well as with the goals, objectives, and conceptual framework of Capital University's teacher education program, which are outlined in Capital's Teacher Education and Licensure Handbook.

5. Course Goals:

CAPITAL UNIVERSITY MISSION: Transforming Lives through Higher Education.

Education 151 draws on the Lutheran heritage of free inquiry, which is distinguished as follows:

- Provides for personal growth by encouraging, enabling, and celebrating learning;
- Prepares individuals to be knowledgeable, independent, critical thinkers--educated for lives of leadership and service in an increasingly diverse society;
- Inspires individuals to be morally reflective, spiritually alive, and civically engaged

CAPITAL UNIVERSITY TEACHER EDUCATION MISSION

Teacher education candidates must be competent in subject matter and pedagogical knowledge and theory. They must integrate and use their theoretical knowledge and pedagogical skills in caring ways to facilitate the learning of all students. They must demonstrate commitment to reflecting on and analyzing their work in advancing student learning. The Unit's mission is to prepare competent, caring, committed professionals to teach, lead, and serve diverse communities of learners.

CAPITAL UNIVERSITY TEACHER EDUCATION PROGRAM GOALS

The university and the unit strive to offer a personalized learning environment with a focus on excellent teaching and advising. From among the following nine program goals for candidates, which provide the foundation for the commitment and work of the unit, the marked ones are addressed in this course:

- ☐ Demonstrating thorough knowledge and understanding of the content to be taught
- ☒ Engaging in critical inquiry to impact professional practice
- ☒ Demonstrating an understanding of the teaching-learning relationship
- ☒ Demonstrating effective and culturally responsive practices to support the achievement of all students
- ☒ Utilizing a variety of tools to clearly and effectively communicate
- ☒ Demonstrating effective use of technology in professional practice
- ☒ Demonstrating professional involvement
- ☒ Applying ethics and values in professional decision-making

_____ Understand and use varied assessments to inform instruction, evaluate and ensure student learning

6. Intended Learning Outcomes and Assessment Plan:

COURSE LEARNING OBJECTIVES

1. Students will study the multiple historical, philosophical, and social foundations of education and make connections with how these foundations influence current thought and practice in education.
2. Students will develop an awareness of the diverse needs and characteristics of children, families, and communities, as well as an understanding of how this diversity contextualizes teaching and learning.
3. Students will explore the basic principles of organization and curriculum that operate within school programs.
4. Students will participate in an overview of professional organizations, journals, and activities.
5. Students will identify and communicate professional ethics, school law, and educational policy that affect schools at both the state and national level
6. Students will study various models of classroom management and demonstrate their awareness of these models through writing a philosophy of education.
7. Students will demonstrate knowledge of edited, academic English through completing written assignments using APA style.
8. Students will identify licensure requirements for Capital University's Teacher Education program and for the state of Ohio.
9. Students will demonstrate familiarity with technology available to classroom teachers, such wikis, web apps, web research, and so forth.
10. Students will demonstrate professional attributes and abilities as befitting competent, caring, and committed professional educators.

7. **Required Reading:** Required readings are on the wiki:

<http://captaled151.wikispaces.com>

8. **Assignments and Examinations:** Assignments are on the wiki

9. **Policies:** We believe that the vast majority of Capital University students understand university policies and are in compliance with them. We believe that a student's time in a university can involve making mistakes and learning from those mistakes. Where a student has made a mistake in relation to university policies, our first goal would be to help that student understand the nature of the mistake and to grow from there, rectifying the mistake. If this would not be possible, we then would regretfully invoke the more punitive aspects of university policies.

We want our students to succeed and encourage their use of university services such as disability services and academic success services.

10. Course Calendar:

8/29

Class-
room

Students will explore the basic principles of organization and curriculum that operate within school programs.

Students will identify licensure requirements for Capital University's Teacher Education program and for the state of Ohio.

Introduction to Class

Teacher Ed Handbook

Life and Career Skills activity

9/5

On your own

Students will develop an awareness of the diverse needs and characteristics of children, families, and communities, as well as an understanding of how this diversity contextualizes teaching and learning.

<http://capitaled151.wikispaces.com/Life+and+Career+Skills>

Create a Business Plan

Write a Professional E-mail

Self in relation to Bronfenbrenner (Social and Cross-Cultural Skills)

List of 5 topics in education that are interesting to you

9/12

Class- room

Students will demonstrate familiarity with technology available to classroom teachers, such as wikis, web apps, web research, and so forth.

Ed if I cation Plans:

Watch TED talks (Deb Roy and one other)

Discuss features

Introduce Ed (if I) cation project

Initial plans for Ed if I cation

<http://ted.com>

9/19

On your own

Students will study various models of classroom management and demonstrate their awareness of these models through writing a philosophy of education.

Students will identify and communicate professional ethics, school law, and educational policy that affect schools at both the state and national level

Read three different classroom management plans

Ethics

<http://capitaled151.wikispaces.com/Ethics>

<http://capitaled151.wikispaces.com/Classroom+Management>

Connect your Bronfenbrenner to the classroom management plans you read about. Which ones are “you?” You can add to whatever format you used for the Bronfenbrenner assignment or you can create some new thing to connect Social and Cross-Cultural Skills to classroom management.

Create your Hippocratic Oath

9/26

Classroom

Students will participate in an overview of professional organizations, journals, and activities.

Professional Development

<http://capitaled151.wikispaces.com/Professional+Development>

How professional development works. Concepts of self assessment as a professional

10/3

On your own

Students will study the multiple historical, philosophical, and social foundations of education and make connections with how these foundations influence current thought and practice in education.

Readings Part One

<http://capitaled151.wikispaces.com/Readings>

Readings Part One Questions to Consider answers

10/10

Classroom

Discussion of historical readings

Work on Ed (if I) cation

Who will we invite?

10/17

On your own

Readings Part Two

<http://capitaled151.wikispaces.com/Readings>

Readings Part Two Questions to Consider answers

10/24

Classroom

Discussion of African-American philosophers

Philosophy of Education discussion

<http://capitaled151.wikispaces.com/Philosophy+of+Education+Statement>

10/31

On your own

Readings Part Three

<http://capitaled151.wikispaces.com/Readings>

Philosophy of Education

11/7

Classroom

Discussion of Part Three readings

Work on Ed (if I) cation

11/14

On your own

Intense work on Ed (if I) cation

11/21

Classroom

Finish up Ed (if I) cation talks preparation

11/28

Happy Thanksgiving!!

12/5

Classroom

Ed (if I) cation Talks

Ed (if I) cation Talk

11. **Document History:** The last page of the syllabus will include a document history that maintains when the syllabus was reviewed and approved. For example:

Document

History: Reviewed by Faculty Senate Academic Affairs Committee
(November 16, 2011) Approved by President's Cabinet (April 24, 2012)

Credit Hour Policy and Syllabus Format (2012-04-24)

Changed technology objective to reflect stronger technological possibilities (2012-08-24)

Updated dates to 2013 (2013-9-2)